Sample Items

Grade 3 Reading

Texas Essential Knowledge and Skills

Question 1

Grade	3	Subject	Reading	Question	1
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 3.13		The student analyzes, makes inferences and draws conclusions about expository text and provides evidence from text to support their understanding.			
Essence Statement		Identifies the main idea and supporting details in informational texts.			
Prerequisite Skill		use information learned from books by describing, relating, categorizing, or comparing and contrasting (Pre-K)			

Question 2

Grade	3	Subject	Reading	Question	2 (2)
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 3.13		The student analyzes, makes inferences and draws conclusions about expository text and provides evidence from text to support their understanding.			
Essence Statement		Identifies the main idea and supporting details in informational texts.			
Prerequisite Skill		use information learned from books by describing, relating, categorizing, or comparing and contrasting (Pre-K)			

Question 3

Grade	3	Subject	Reading	Question	3
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 3.13		The student analyzes, makes inferences and draws conclusions about expository text and provides evidence from text to support their understanding.			
Essence Statement		Identifies the main idea and supporting details in informational texts.			
Prerequisite Skill		identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)			

Question 4

Grade	3	Subject	Reading	Question	4 (1)
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 3.13		The student analyzes, makes inferences and draws conclusions about expository text and provides evidence from text to support their understanding.			
Essence Statement		Identifies the main idea and supporting details in informational texts.			
Prerequisite Skill		restate the main idea, heard or read (1)			

Presentation Instructions for Question 1

– *Present* Stimulus 1.
– *Direct* the student to Stimulus 1. *Communicate* the title and the text.
– *Communicate:* **Find the dog that does tricks.**

Stimulus 1

Dogs on Stage

This dog was trained to do tricks for a show on a stage in front of many people.

*

© Eric Isselée/iStock/Thinkstock

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the dog,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the dog,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the dog,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the dog,	➡	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more of the article "Dogs on Stage."**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is the dog that can do tricks. This is the dog with Annie.**
- *Communicate:* **Find the dog with Annie.**

Stimulus 2a

Sandy was the name of the dog in the show about a girl named Annie. This dog was Sandy for seven years.

Stimulus 2b

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the dog with Annie,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the dog with Annie,	➡	• model the desired student action by finding the dog with Annie and *communicate* **"This dog is with Annie"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the dog with Annie,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the dog with Annie,	➡	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

– *Present* Stimulus 3a and 3b. *Communicate:* **Here is more of the article "Dogs on Stage."**

– *Direct* the student to Stimulus 3a. *Communicate* the text.

– *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.

– *Communicate:* **Find where the trainer found the dog he trained to be Sandy.**

Stimulus 3a

William Berloni trained animals to be in movies and on television for many years. He is one of the only people who can train animals for a show on a stage in front of people. The most important thing he does is to choose the right animal for the part in a show. He knows he must find a dog that is calm around lots of people. Berloni found the dog that was trained to be Sandy at an animal shelter. The dog quickly became a star in the show *Annie*.

Stimulus 3b

in movies

* at an animal shelter

on a stage

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "at an animal shelter,"	➡	mark **A** for question 3 and move to question 4.
If the student does not find "at an animal shelter,"	➡	provide ***one*** of these allowable teacher assists to the student: • Highlight each answer choice in the text. **OR** • Have the student tell places to go to get a dog. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "at an animal shelter,"	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "at an animal shelter,"	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

Stimulus 4a

William Berloni has his own way of training animals. In the movies and on television, if a dog does not do what it should, the trainer can try the trick with the dog again. But a show like *Annie* is performed onstage in front of many people. The dog can't do the trick over. Sandy had to do certain tricks at certain times. Berloni used tasty treats to train Sandy. He practiced the trick many times with Sandy until the dog learned to do the trick on the stage in front of many people.

Stimulus 4b

> Berloni gives dogs treats to help train dogs.

*
> Berloni trains dogs to perform onstage for many people.

> Berloni lets dogs do tricks over again.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Berloni trains dogs to perform onstage for many people,"	➡	mark **A** for question 4.
If the student does not find the sentence "Berloni trains dogs to perform onstage for many people,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Berloni trains dogs to perform onstage for many people,"	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find the sentence "Berloni trains dogs to perform onstage for many people,"	➡	mark **C** for question 4.